

## REGION X HEAD START TRAINING AND TECHNICAL ASSISTANCE APPLICATION INSTRUCTIONS

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**The Training and Technical Assistance (T/TA) Plan is a required part of the grantee application for continued federal funding assistance from the Administration for Children and Families.**

**This guidance is intended to help facilitate the development of the Training and Technical Assistance Plan. The following elements are required in your T/TA Plan:**

1. A narrative description of the process used to develop the T/TA Plan and the sources of information used. Some of the sources listed below should be helpful in the determination of needs of your program in providing quality services to children and families:

Self Assessment Analysis	Performance Evaluations
Community Assessment Analysis	Federal Monitoring/PRISM Review Reports
Child Outcome Reports and Analysis	Staff Surveys
Parent Surveys	Family Partnership Agreements
Mandated Training	PIR Reporting
Teacher Qualifications	Enrollment Status

***Example:*** The Grantee included multiple sources of information to shape the T/TA plan which included the Self-Assessment Analysis, Parent Surveys, PIR Analysis and Mandated Trainings. The Grantee conducted a series of meetings with Policy Council, Management Team, Governing Board, Staff, and Parent Committees. Each group was given the task to examine the documents and make recommendations of needed trainings for the overall program. The Management Team gathered the recommendations and developed a prioritized list that resulted in the T/TA needs identified on the plan.

2. For each identified T/TA need, include the following elements:

**A. Content area of need (CDHS, FCP, PDM)**

*Label the T/TA need under one of the three content areas: (Program Design and Management, Child Development and Health, Family and Community Partnerships)*

**B. T/TA Need**

*Describe the specific need of the program.*

### **C. Strategy of how you will provide this T/TA**

*Grantee may have several strategies or activities to address one training and technical assistance need. Activities represent a wide range of possibilities. Types of activities can include mentoring by a program manager, modeling by a master teacher, distributing information in newsletters, sharing among staff, hiring a consultant to present information to be followed up by small group discussions throughout the year, conducting video conferences, having phone conferences with other programs, attending conferences, using the T/TA Resource Team to provide information from other programs, and using Grantee T/TA Specialist to work with the management team. Multiple strategies and activities can be identified for each need. If multiple strategies and activities are identified list each separately and complete each of the elements for each strategy or activity. Please indicate numbers for whom the training is targeted, resources needed, time, outcome and cost and source of funds for each activity.*

### **D. Expected Outcomes**

*Explain the benefits or changes expected for the individuals during or after participating in the training and technical assistance activity? Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, or other attributes.*

### **E. Participants**

*Include the anticipated number and types of participants involved in the planned activity. (i.e. Staff, families or children)*

### **F. Timeline**

*Explain when training will occur and be completed. Note that some activities may be ongoing. Reminder: The dates must be within the grant year for which the Grantee is applying.*

### **G. Resources**

*Identify examples of resources include money, staff, facilities, equipment, supplies, services, materials and volunteers. Please indicate what the cost and source of funds are for the training. This could include Grantee T/TA funds, In-kind funds, ongoing funds, etc.*

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**Grantee Training and Technical Assistance Plan  
FY 2006**

**Grantee:**

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